DOCUMENT RESUME

ED 270 172 JC 860 312

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|---|---|
| AUTHOR | Norris, Neal |
| TITLE | Adjunct Faculty Handbook: Title III Curriculum Enrichment Activity. |
| INSTITUTION | Reading Area Community Coll., Pa. |
| PUB DATE | May 86 |
| NOTE | 64p.; Staff assistance and financial support provided through a Strengthening Program Grant (Title III of the Higher Education Act of 1965). |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | *Adjunct Faculty; Community Colleges; Faculty Handbooks; Part Time Faculty; *School Policy; *Teacher Orientation; Teacher Responsibility; *Teacher Role; Two Year Colleges |
| IDENTIFIERS | *Reading Area Community College PA |

ABSTRACT

Designed for new adjunct faculty at Reading Area Community College (RACC), this handbook provides an orientation to the college's policies, procedures, and services applying to the credit instructional program. Part 1 presents the history and philosophy of the college; discusses its mission, goals and, accreditation; and includes an organizational chart. Part 2 provides general information about the college, focusing on areas such as adjunct faculty orientation, emergency procedures, class opening procedures, scheduling, placement testing, and purchasing. Part 3 identifies areas in which procedures may differ at the divisional level. Finally, part 4 offers guidance on instructional policies and procedures, covering academic standards, student rosters, the grading system, add/drop procedures, student evaluations, teaching methods, textbook orders, skills referral procedures, counseling services, faculty support services, and student support services. The appendix contains samples of a number of college forms. (RO)

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# TITLE III
# CURRICULUM ENRICHMENT ACTIVITY
# ADJUNCT FACULTY HANDBOOK

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PROFESSIONAL SUPPORT PROGRAM

READING AREA COMMUNITY COLLEGE

MAY, 1986

# TITLE III ADJUNCT FACULTY RENEWAL ACTIVITY

# PART-TIME FACULTY HANDBOOK

Composed
by
Dr. Neal Norris
Coordinator of Curriculum Development

May, 1986

Reading Area Community College
P. O. Box 1706
Reading, Pennsylvania 19603
(215) 372-4721, Extension 266

Staff assistance and financial support for this project
was provided through a Strengthening Program Grant
(Title III of the Higher Education Act of 1965)

READING AREA COMMUNITY COLLEGE

box 1706 reading, pennsylvania 19603 (215) 372-4721

Dear Adjunct Faculty Member:

I want to take this opportunity to welcome you to the staff of Reading Area Community College; your professional experiences, dedication, and advanced training are absolutely essential to the effectiveness of our instructional program. We take pride in being "The People's College" of Berks and Schuylkill Counties and hope you will share our commitment to high-quality, future-oriented educational programming.

This Handbook is a vital part of a comprehensive adjunct faculty orientation packet and was developed to answer the many questions that arise each term; it was also designed to clarify those policies and procedures which apply to the credit instructional program.

Please do not hesitate to ask anyone on the staff for assistance or information regarding the operation of your division or the College. Specific questions or concerns should be directed to your division chairperson or to me. My office is located within the Academic Affairs Office Suite, Rooms 317-325.

Welcome, once again, to the Community College and best wishes in your teaching efforts.

Sincerely,

Gene Wilkins, Ed.D.
Vice-President of Academic Affairs

TABLE OF CONTENTS


| | | Page |
|---|---|---|
| Letter of Welcome | | |
| Foreword | | i |
| PART I. | INTRODUCTION | |
| 1.1 | The Community College History and Philosophy | 1 |
| 1.2 | RACC Mission, Goals, and Accreditation | 2 |
| 1.3 | Organizational Chart | 3 |
| PART II. | GENERAL COLLEGE INFORMATION | |
| 2.1 | Adjunct Instructor Orientation Materials to be Completed by all Part-Time Faculty | 3 |
| 2.2 | Payments of Instructors | 3 |
| 2.3 | Emergency Procedures | 5 |
| 2.4 | Campus Security and Maintenance Office | 8 |
| 2.5 | Evening Administration | 8 |
| 2.6 | Staff Lounges | 8 |
| 2.7 | Opening of Classrooms | 9 |
| 2.8 | Instructor Illness or Absence from Class/ Class Cancellation | 9 |
| 2.9 | Change of Class Meeting Time/Place | 9 |
| 2.10 | Scheduling Special On-Campus Events | 9 |
| 2.11 | Scheduling Off-Campus Trips or Activities | 10 |
| 2.12 | Smoking and Food Policies | 10 |
| 2.13 | College Closing | 10 |
| 2.14 | Placement Testing | 10 |
| 2.15 | General Purchasing | 11 |
| 2.16 | 30-Day Trial Basis Procedures | 13 |
| PART III. | DIVISIONAL INFORMATION AND PROCEDURES | |
| 3.1 | Division Personnel | 13 |
| 3.2 | Division Goals and Objectives | 13 |
| 3.3 | Division Course Syllabi/Scope and Sequence Materials | 13 |
| 3.4 | Use of Division Office Space | 13 |
| 3.5 | Division Meeting Schedule/Minutes | 13 |
| 3.6 | Instructor Observation and Evaluation | 13 |
| 3.7 | Division Mentor | 13 |

Page

PART IV. INSTRUCTIONAL PROGRAM INFORMATION

4.1 Academic Standards . . . . . 14
4.2 RACC Student Needs Profile . . . . . 14
4.3 Your First Class Meeting . . . . . 16
4.4 The First Week of Class . . . . . 16
4.5 Student/Class Rosters . . . . . 17
4.6 Student Attendance . . . . . 17
4.7 Grading System and Reports . . . . . 17
4.8 Grade Changes . . . . . 19
4.9 Course Syllabus . . . . . 19
4.10 Student Drop/Add Procedures . . . . . 20
4.11 Student Evaluation of Instructor . . . . . 21
4.12 Teaching Methods . . . . . 21
4.13 Instructional Textbook and Supply Orders . . . . . 21
4.14 Ordering Library Materials . . . . . 22
4.15 Basic Skills Referral Procedures . . . . . 22
4.16 Counseling Services . . . . . 24
4.17 Office Hours . . . . . 26
4.18 Faculty Support Services . . . . . 26
4.19 Professional Support Program Services . . . . . 27
4.20 Student Support Services . . . . . 28
4.201 Developmental Studies Program and Tutorial Facilities . . . . . 28
4.202 The Learning Resources Center . . . . . 36
4.203 Student Records . . . . . 36

APPENDIX: IMPORTANT FORMS

Stock Requisition Form
Cash Reimbursement Request
Instructional Media Production Request Form
Travel Request - Expense Voucher
Purchase Requisition
Sample Textbook Request Letter
Textbook Requisition Form
Graphic Arts Production Requisition
Room Reservation Form
Academic Affairs Typing Request
LRC Reserve Material Form
Film Rental Request Form
Book Request Form
New Periodical Subscription Request Form
Non-Print Materials Request Form
Inter-Library Loan Request
DSP Program Referral Form

## FOREWORD

> If, (a) the future is to be different from the past,
> and if (b) we are to live our lives in the future, then
> (c) we ought to educate for a changed future--one
> different from the present or the past.
>
> William F. Ogburn, 1935

A growing number of scholars and educational practitioners have asserted in recent years that a primary educational battleground of the 1960s--equal educational opportunity--is being supplanted by a new struggle for equal educational access. Perceptive educators, from John Goodlad to Maxine Green and Jonathan Kozal, have drawn our attention to the existing, fundamental curricular inequities among our nation's primary, secondary, and higher educational institutions. If we are to enact the promise of contemporary American education, we must ensure democratic access to excellent places in which information, knowledge, wisdom, and insight are available to all.

Community, junior, and technical college educators, in particular, confront a student body whose ages, aptitudes, socio-cultural groundings, and life interests vary dramatically. Growing economic support for occupational and technical programs has been garnered by defining the national perception of complex global issues in narrow, usually competitive, economic and military terms, thereby placing the nation "at risk."

Other educational critics demand that increased attention and curricular space be given to general education for all, including of course, fundamental competence in various basic skills areas. This, in

turn, has combined with student demands for relevant courses and individual attention to transform the traditional notions and goals of the community college curriculum.

If we hope to educate for a changed future, as William Ogburn urged, we must devote greater attention to, and take better care of, a critically important element in the process of teaching and learning at the community college: our part-time teaching faculty. Toward that end the efforts of many within our college, guided and sustained by the dedicated work of the Adjunct Faculty Orientation Committee, are contained in this Handbook. We have attempted, to the best of our collective abilities, to address the fundamental need to nurture the professional skills and creative abilities of our part-time faculty. Last year we offered a series of orientation workshops and created a comprehensive orientation package of which this Handbook is an integral part. In coming years we hope to expand our activities to create a comprehensive program of professional support for part-time faculty that will parallel the full-time faculty program which was initiated in 1982. (This program is described in The Professional Support Program Guidebook, a copy of which may be found in your orientation materials packet.)

This Handbook should serve as a basic source book for all credit adjunct faculty members of Reading Area Community College. It contains the basic policies and procedures you should follow in your faculty work. All questions concerning the information compiled in this Handbook should be addressed to your division chairperson or to the Vice President of Academic Affairs.

## PART I: INTRODUCTION

### 1.1 The Community College History and Philosophy

The establishment of community colleges began more than 70 years ago in California. In 1963, Pennsylvania passed legislation authorizing the development of a state-wide system of comprehensive community colleges. That legislation stated that community colleges should be locally controlled, responsive to the educational and training needs of the areas they serve, geographically accessible to students, and low in tuition costs.

In September of 1970, the Board of Directors of the Reading School District voted to act as sponsor of a community college and authorized that an application and proposed plan for establishing and operating the new institution be submitted to the Pennsylvania State Board of Education. At its meeting of January 15, 1971, the State Board of Education approved the application permitting the Reading School District to sponsor the College. The sponsor appointed an 11 member Board of Trustees whose responsibility was to bring the College into existence and supervise its administration. Classes were held for the first time on October 13, 1971, with an enrollment of 265 students.

The Community College considers learning to be lifelong in nature and is committed to the philosophy that all persons should have the opportunity to realize their full potential. To foster this self-growth and learning process, RACC provides a setting in which individuals may recognize and develop their skills, knowledge and attitudes. The Community College regularly reviews its programs and services to ensure they are relevant to individual and community needs.

Reading Area Community College also believes it has a responsibility to foster community growth; to encourage such development, it offers a multitude of services to local business, cultural, and human service organizations. Simply stated, the Community College is student-driven, community-based, and responsive to the diverse needs of its service area.

## 1.2 RACC Mission, Goals, and Accreditation

The Mission Statement adopted by the Reading Area Community College Board of Trustees is stated below:

"The Mission of the Reading Area Community College is to serve as the public comprehensive community college for Berks and Schuylkill counties. The College commits itself to a policy of nondiscrimination on the basis of race, color, sex, creed, age, handicap, or national origin in any of its human and business relationships. The College will offer programs ranging from certificate to associate degrees. The offerings will include post-secondary, adult and continuing education, community services, developmental education, and a program of student services to assist students in the educational process. The College is committed to serving non-traditional students as well as traditional and to creating lifelong learning approaches to better serve the needs of its constituents. The College will carry out its responsibilities on a fiscally sound basis through the use of modern management of its available resources. All of the above will be done within a context of studying constituent needs, setting goals and objectives, measuring results, and being accountable to the public for the operation of the College."

The Department of Education of the Commonwealth of Pennsylvania has approved Reading Area Community College as an institution of higher

education and has authorized RACC to award the Associate in Arts Degree, the Associate in Applied Science Degree, the Associate in General Science Degree, the Associate in Occupational Studies Degree, and the Certificate of Specialization as well as other appropriate diplomas and certificates.

The Commission on Higher Education of the Middle States Association of Colleges has also granted full accreditation to the Community College. The RACC Nursing Program is approved by the State Board of Nurse Examiners of the Commonwealth of Pennsylvania. The RACC Medical Laboratory Technician Program is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association.

1.3 RACC Organizational Chart (See next page.)

## PART II. GENERAL COLLEGE INFORMATION

### 2.1 Adjunct Instructor Orientation Materials

A comprehensive packet of orientation materials, this Handbook, and a "Video Tour" of the Community College have been developed for your use. If you have not already reviewed this information, please contact your Division Chairperson. The "Video Tour" is available for your viewing in the Learning Resources Center on the second floor.

### 2.2 Payment of Instructors

Adjunct instructors are paid three times per term. The final payment will always be made after the completion of the term. You may contact the Payroll Office directly for specific payroll amounts and dates, as these change from term to term.

## 1.3. RACC Organizational Chart

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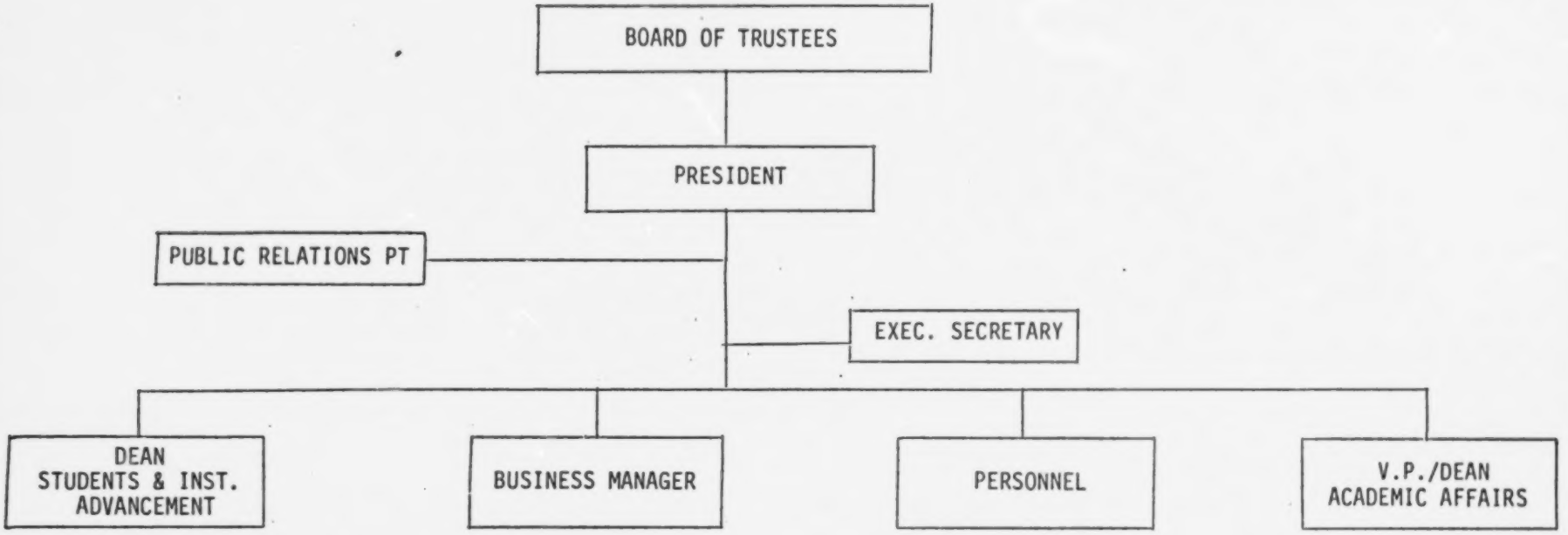
June 11, 1986

1986-87




Planning/Research
Alumni/Foundation/Grants
Student Services
  Admissions
  Student Activities
  Financial Aid
  Records
Title III
Graphics
Food Services

Fiscal Services
Auxiliary Services - Bookstore
Information Services (DP)
Purchasing
Building/Grounds

Affirmative Action

Five (5) Divisions
Early Learning Center
Learning Resource Ctr.
Adult Education
Continuing Education
DSP/Counseling
Media

All employment and payroll paperwork is conducted through the Office of Academic Affairs. All adjunct instructors should have the following materials on file in the Academic Affairs Office:

1. Professional application. (Returning adjuncts who have filed this for previous terms need not do this again.)
2. Official transcript of the highest degree attained and/or your professional certificates. (Again, if you have completed this task, there is no need to repeat the procedure.)
3. First-time adjunct instructors will receive a Part-Time Employee Payroll Form and a W-4 Form, as well.

## 2.3 Emergency Procedures

Emergency First Aid kits are available in the Records Office (Room 100) and in the Building and Grounds Office (Room 113B). The kits are maintained by the Coordinator of the Physical Plant. If there is a need for First Aid, please refer students to the Records Office.

### Serious Injury or Illness

In cases of serious injury or illness, the immediate concern is to help injured or sick students and staff. After identification of injury or illness, the following procedures are to be used as general guidelines only:

A. Summon help:

1. Call RACC EMERGENCY, Extension 211.
2. State the name of the injured, his/her location and give a brief description of the behavior (injury, illness, etc.).
3. Have someone remain with the injured person.

B. Switchboard Operator (who responds to calls on Ext. 211):

1. Calls qualified first-aid person, if one is available in the building.
2. Calls Area/Evening Administrator.
3. Notifies Records personnel to identify next-of-kin.

C. The individual in charge or people in the area should be certain that the ill or injured person is supervised.

1. If a person has FALLEN,
   a. Keep in position of fall.
   b. Loosen collar.
   c. Cover lightly.
2. If the person is ILL,
   a. Keep in a position of comfort which is secure from falling (sit on floor or prop against wall).
   b. If the person is <u>pale</u> and not reacting, place flat on floor.
   c. If person if <u>flushed</u>, place on floor and elevate head.

D. First-aid person should report to the scene with the Emergency Bag which is located in Records. He/she should:

1. Assess the injured.
2. Determine if an ambulance is needed. <u>Ambulance phone number is 375-6161</u>.
3. Emergencies - call ambulance immediately:
   a. Serious chest pain.
   b. Person is unconscious.
   c. Person is experiencing convulsions.
   d. Major bleeding.
   e. Serious falls.
   f. Serious burns.

E. The Area/Evening Administrator:

1. Reports to the site.
2. Confers with first-aid person.
3. Is responsible for arranging transportation to receive medical assistance if needed.

   Students who become ill or need emergency treatment will be directed to one of the three local hospitals in Reading for care and treatment. The College assumes no responsibility for the medical treatment of students nor for costs incurred for transportation to emergency services or for treatment rendered.

F. An Accident Report Form shall be completed for all injuries within three days of the injury. An Accident Report Form for Student and Visitor injuries should be obtained from the PBX Operator and returned to the Purchasing Manager. An accident report form for Employee injuries should be obtained from and returned to the Personnel Office. Information needed includes:

1. Name, address, phone number and age of person.
2. Description of illness/injury.
3. Description of conditions in the area where the accident occurred.
4. Names, addresses, and phone numbers of witnesses.
5. Summary of action taken.

Additional emergency procedures, including a list of Floor Wardens, can be obtained from your division chairperson or the Vice President of Academic Affairs (Room 325).

## 2.4 Campus Security and Maintenance Office

The Campus Security and Maintenance Office is located in Room 113B. Day Division instructors should note that security concerns should be directed via the PBX Operator to the Coordinator of the Physical Plant between the hours of 8:00 a.m. and 5:00 p.m. Evening Division instructors should contact the PBX Operator who will then contact the Campus Security Guard who is on duty from 5:00 p.m. to 10:00 p.m. Evening Division faculty desiring an escort to their cars may also contact Campus Security.

Further information regarding campus maintenance and security procedures may be obtained from the Coordinator of the Physical Plant, again located in Room 113B.

## 2.5 Evening Administration

Evening Administrators are on duty daily Monday through Thursday, from 5:00 p.m. to 8:30 p.m. on-campus, and thereafter off-campus, throughout each term and summer session. Evening Administrator Lists are published at the beginning of each term by the Vice President of Academic Affairs and should be received by every instructor through the campus mail.

Evening Administrators may be contacted by calling the PBX Operator.

## 2.6 Staff Lounges

Lounge areas for faculty and staff are located in Rooms 427 and 527. Telephones, refrigerators, lunch tables, coat racks, and bathrooms can be found in these lounges.

## 2.7 Opening of Classrooms

All regular classroom doors remain unlocked throughout the academic year, with the exceptions of laboratory, secretarial science, and data processing areas.

During the summer, all doors remain locked except those used for Summer I and II classes.

Please contact the Coordinator of the Physical Plant in Room 113B should you need access to your classroom.

## 2.8 Instructor Illness or Absence from Class/Class Cancellation

If you know in advance that you will be absent from a class session, please notify your class during the preceding class. If that is not possible, please notify the Switchboard Operator as early as possible so notices may be posted outside the classroom. If possible, make a special effort to notify those students in your class who have long distances to travel.

## 2.9 Change of Class Meeting Time/Place

Class meeting time and place changes should not be initiated without the approval of the Vice President of Academic Affairs. Please contact that office, located in Room 325, extension 202.

## 2.10 Scheduling Special On-Campus Events

If you plan to schedule a special class session or special event with another group of people or wish to reserve a RACC conference room, please (1) contact the Secretary to the Vice President of Academic Affairs at

extension 212 to obtain an appropriate room assignment and (2) notify the Switchboard Operator/Receptionist of your special event and the room in which it is to be held.

## 2.11 Scheduling Off-Campus Trips or Activities

Check with your division chairperson on scheduling constraints and budgetary limitations.

## 2.12 Smoking and Food Policies

Smoking, food, and beverages are not permitted in classrooms.

## 2.13 College Closing

When inclement weather conditions or other situations require the unscheduled cancellation of classes, the Community College attempts to notify students as promptly as possible. Unscheduled closings are announced on the following radio stations: WEEU, WHUM, WRAW, WRFT-FM, and TV Channel 15 and Channel 8. Faculty and staff members should listen to these stations for RACC closing announcements.

## 2.14 Placement Testing

The Student Development Center offers a number of tests designed to achieve college credit, gain insight into personal interests or personality traits, or obtain information for academic advisement purposes. Among these test offerings are:

New Student Placement Testing

College Level Examination Program (CLEP)

Strong-Campbell Interest Inventory

Edwards Personal Preference Schedule

Career-Aptitude Placement Survey

Myers-Briggs Type Indicator

Career Assessment Inventory

Career Values Inventory

Career Maturity Inventory

Holland's Self-Directed Search

Reading Area Community College subscribes to a "truth-in-testing" policy whereby test-takers are provided with information concerning cost, general test content, the test's purpose and intended use, scoring and procedures, and the basis on which scores will be given to other persons or institutions. No test results are provided to persons outside the Community College without the written permission of the student.

## 2.15 General Purchasing

To purchase any product or service, purchase requisitions must be processed through the Business Office. Any purchases made without this authorization will be the responsibility of the person placing the order.

### Preparing the Requisition

1. Information on requisitions should be typed or written legibly.
2. Departments can suggest source of supply with complete address, particularly for unusual or non-standardized items. Authority for final selection of vendor, however, shall be left to the Business Office which is charged with the responsibility of developing and contracting for the best source of supply.

3. Model, catalog numbers and complete descriptions should be used whenever possible.
4. Quantities should be specific (for example):
   a. 48 - each
   b. 6 - dozen
   c. 8 - gross
   d. 12 - boxes (36 per box)
   e. 1 - case (12 qts per case)
   f. 2 - coils (250 ft per coil)
   g. 5 - bags (50 lbs per bag)
5. Specific cost or best estimate must be included.
6. Pre-payments shall be limited and made at the discretion of the Business Office.
7. Complete, eleven (11) digit account numbers must appear on all requisitions.
8. The following signatures, with dates, must also appear:
   a. Originator
   b. Department Head
   c. Area Administrator
   d. President (when required by contracts and/or grants)
   e. Business Manager
9. After processing, the pink copy of the requisition and the gold copy of the purchase order will be returned to the department head or chairperson since they are responsible for individual budget monitoring. The white copy of the requisition will be attached to the purchase order that is filed for payment.

10. Please review requisitions to verify all guidelines have been followed. This will prevent delays caused by returning the requisition to the originator by the Business Office.

11. The three-part form is distributed in the following manner:

    White - Business Office

    Yellow - Originator's files

    Pink - Business Office. This will be returned to the originator when the order has been placed and a purchase order number assigned.

Note

Request for servicing on all equipment, whether on a service agreement or not, should under no circumstances be made by an individual or department. This must be done by the Purchasing Office.

## 2.16 30-Day Trial Basis Procedures

Regular purchasing procedures apply with the following exception. The purchase requisition should state the following: "Internal Note: 30 Day trial basis." If the item is returned at the end of the trial period, the Purchasing Office (Room 316, telephone extension 248) must be informed of the return by the staff person who originated the requisition; otherwise the department will be charged for the purchase.

# PART III. DIVISIONAL INFORMATION AND PRODEDURES

Please contact your Division Chairperson to obtain appropriate information and procedures concerning:

3.1 Division Personnel

3.2 Division Goals and Objectives

3.3 Division Course Syllabi/Scope and Sequence Materials

3.4 Use of Division Office Space

3.5 Division Meeting Schedule and Minutes

3.6 Instructor Observation and Evaluation

3.7 Division Mentor

Health Services Division adjunct faculty members should note that the Health Services Division conducts its own comprehensive orientation sessions in addition to the general orientation sessions conducted through the Office of Academic Affairs.

## PART IV. INSTRUCTIONAL PROGRAM INFORMATION

### 4.1 Academic Standards

All students are expected to make sufficient academic progress toward their educational goals, as measured by the cumulative quality point average (QPA) and the number of credit hours attempted. Students who have attempted from 9 to 30 credit hours must maintain a QPA of at least 1.75; those who have attempted more than 30 credit hours must maintain a QPA of at least 2.00.

Specific academic probation and dismissal procedures are outlined on page 27 of the College Catalogue.

### 4.2 RACC Student Body Profile

Students representing a broad spectrum of ethnic groups, ages, educational levels, geographic areas, and personal needs register for courses at the Community College. Fully two-thirds of our student body attend on a part-time basis and more than one-half of our students are female. One-half of our students are also between 18 and 25 years of age,

while the other one-half range in age from 26 to 65 years old. Our student body, like those of many other community and two-year colleges, is changing dramatically.

Specific student body profile data from Fall Term of 1985 are presented below to give you better insight into the backgrounds and needs our students bring to campus.

Fall, 1985

1. Total Student Enrollment (1279)
   29.1 percent are full-time students
   70.9 percent are part-time students

2. Ethnic Profile

| | Percentage | Headcount |
|---|---|---|
| American Indian Male | .16% | 2 |
| American Indian Female | 1.02% | 13 |
| Asian Pacific Male | 1.17% | 15 |
| Asian Pacific Female | 1.02% | 13 |
| Black Male | 1.25% | 16 |
| Black Female | 3.91% | 50 |
| Hispanic Male | 1.41% | 18 |
| Hispanic Female | 2.81% | 36 |
| White Male | 24.94% | 319 |
| White Female | 57.08% | 730 |
| Unclassified Male | 1.17% | 15 |
| Unclassified Female | 4.07% | 52 |

3. Chief Reasons for Attending RACC

| Reasons | Most Important | Second Most Important |
|---|---|---|
| Convenient to Location | 18% | 30% |
| Low Cost | 37% | 18% |
| Convenient Hours | 18% | 19% |
| Small Size and Individual Attention | 5% | 8% |
| Desired Programs | 11% | 9% |
| Quality of Instruction | 1% | 2% |
| Open Admissions | 7% | 12% |

1. Age Profile

| Age Range | Percentage |
|---|---|
| 18 | 17.1% |
| 19-22 | 16.3% |
| 23-25 | 13.1% |
| 26-30 | 21.7% |
| 31-40 | 21.5% |

| | |
|---|---|
| 41-50 | 7.4% |
| 51-65 | 2.2% |
| 65+ | .6% |

| 2. Attained Educational Levels | Percentage |
|---|---|
| No High School Diploma | 1.1% |
| New High School Graduate | 16.7% |
| Old High School Graduate | 49.9% |
| GED | 9.2% |
| Transfer | 23.1% |

| 3. Demographic Profile | Number of Students |
|---|---|
| Berks County (excluding R.S.D., 567) | 569 |
| Lancaster County | 67 |
| Lebanon County | 57 |
| Schuylkill County | 16 |
| Chester County | 20 |

## 4.3 Your First Class Meeting

Class lists for each section/course will be distributed to you in time for your first class meeting with students. If any student is present in class but not on this first roster, ask the student to show you a copy of his/her registration form or a copy of a change of schedule form. Students may add a course during the first week of each term and should have a copy of their change of schedule form. If none of these forms can be presented to you, please call the Student Records Office, ext. 243, or stop by the office, Room 100, to verify the student's registration. Students who are not officially enrolled in a class cannot receive a grade.

## 4.4 The First Week of Class

Please notify the Student Records Office of any student who is on your initial class roster but has not attended any classes. Final class rosters will be distributed shortly after the end of the drop period.

## 4.5 Student/Class Rosters

Student/Class Rosters are distributed to faculty members four times per term. Initial Class Rosters are given at the beginning of the term to identify who is officially enrolled in your class. Update Class Rosters designate the status of students who have either added or dropped your class. Mid-Term Class Rosters identify students who are performing unsatisfactorily. You should assign a grade of "U" for any such student. No other grades are assigned at this point. Final Grade Rosters report final grades for all students in your class.

## 4.6 Student Attendance

Any student who has missed four consecutive hours of class must be reported to the Student Records Office in Room 100. Please comply with this procedure since many of our students receive financial aid from VA, PHEAA, and BEOG, and we must be able to prove to these agencies that our students have been attending classes.

## 4.7 Grading System and Reports

The grading system is based on a 4.00 Quality Point Scale. The letter grade and value assigned indicates the quality of academic work achieved by students. A student may repeat a course in which he or she received an "F", "D", or "D+" grade. When a course is repeated, the most recent grade earned will be used in calculating the grade point average. (The Veterans Administration views the "W" grade as an audited course and, as a result, receipt of the "W" grade could reduce VA benefits.)

| Letter Grade | Definition | Quality Point Per Credit Hour |
|---|---|---|
| A | Excellent or outstanding work | 4.0 |
| A- | | 3.7 |
| B+ | | 3.3 |
| B | Above average work | 3.0 |
| B- | | 2.7 |
| C+ | | 2.3 |
| C | Average or satisfactory work | 2.0 |
| C- | | 1.7 |
| D+ | | 1.3 |
| D | Passing or acceptable work | 1.0 |
| F[1] | Unacceptable Performance | 0.0 |
| I[2] | Incomplete | --- |
| W[3] | Withdrawal | --- |
| X* | Audit (no credit) | --- |

1 The "F" grade is received when the student does not complete the required course work or does not meet the minimum requirements for a passing grade and has not withdrawn. Students may repeat a course. When a course is repeated, the last grade earned will be the grade of record.

2 The "I" grade is given only with permission of the instructor when extenuating circumstances prevent a student from completing the course work during the regular college session. The incomplete work must be completed within 30 days after grades are due; otherwise, the grade will automatically become an "F" unless a time extension is granted under extenuating circumstances.

3 Withdrawal may be done until the end of the sixth (6th) week of the term (See College Calendar).

* The "X" grade is not used in computing Quality Point Average.

All faculty are expected to report final grades for students officially enrolled in their classes. "W" grades are assigned by the Records Office when a student officially drops a course during the "W" drop period. If an "I" (incomplete) grade is assigned, the student has 30 days from the date grades are due to complete the coursework. If coursework is not completed the "I" grade automatically changes to an "R" grade.

## 4.8 Grade Changes

A student will receive final grades in the mail. Grades usually are mailed within two weeks following the conclusion of a term. Grade information will not be released by telephone or to the student personally. Only the faculty member who has taught a student in a course can change a grade. Students who are taught by a team of teachers may only have their grades changed when there is complete unanimity. After one year, no course grade can be changed without the written permission of the Vice President of Academic Affairs.

## 4.9 Course Syllabus

All adjunct instructors should give their Division Chairperson two copies of their course outline as soon as possible at the beginning of the term.

A course syllabus will be given to you by your Division Chairperson. A course syllabus is an outline of the areas to be covered in a particular course. It includes goals and objectives. There is only one course syllabus per course.

A course outline takes the goals and objectives of the syllabus and translates them into a time-line. The course outline also describes testing, attendance procedures, and other general items.

The course syllabus will tell you what is to be taught and why. The course outline will tell the student when, where, and by whom the class will be taught.

Copies of the course outline are to be distributed to students in their class(es) during the first meeting of the course or as soon as feasible.

## 4.10 Student Drop/Add Procedures

Drop/Add Forms are accepted in the Records Office. They are initiated by the student, faculty, advisor, or counselors. There is a $5.00 drop/add fee unless waived by a staff member.

Students are generally permitted to enter new courses until the end of the first full week of a term (see College Calendar). Other changes of schedule must be approved by the Vice President of Academic Affairs.

Students may drop courses prior to the end of the sixth week of a term (see College Calendar) by completing the Change of Roster Form which may be obtained from the Records Office. If a course is officially dropped before the end of the second week of classes, no notation of the student's having registered for the course will be posted on the transcript. If a student officially drops a course after the second week and before the sixth week, a grade of "W" (official withdrawal) will be recorded automatically.

All adds and drops begin and end at the Record Office, and students are responsible for accomplishing the transaction in writing according to published instructions.

## 4.11 Student Evaluation of Instructor

All first-time adjunct instructors will be evaluated by students via written evaluation questionnaire and by the appropriate Division Chairperson via direct classroom observation.

All other adjunct faculty will be evaluated at least once per year by the appropriate Division Chairperson and by direct student evaluations.

## 4.12 Teaching Methods

Appropriate and effective teaching methods, especially when matched to individual student learning styles, substantially determine the quality the Community College instructional program. Adjunct instructors are encouraged to devote considerable attention and care to the variety of teaching methods they adopt to their classroom circumstances. These are so vital to successful student learning that specific orientation workshops and self-study materials (located in the Professional Support Center adjacent to the LRC) are available to all adjunct faculty.

You are encouraged to use these and related materials frequently; you are also invited to observe the teaching styles of other faculty, both full-time and part-time. Please contact your Division Chairperson or a receptive faculty colleague to initiate these observational sessions.

## 4.13 Instructional Textbook and Supply Orders

Each faculty member is responsible for submitting requisitions for all instructional textbooks and supplies. These requisitions can be obtained from the Bookstore (Room 110) or a Division Chairperson, and should be returned to the Bookstore Manager for processing. Deadline dates for textbook orders are announced in "This Week At RACC."

## 4.14 Ordering Library Materials

Please consult the LRC Guidebook for this information.

## 4.15 Basic Skills Referral Procedures

### Identification

Regularly admitted RACC students are routed from the Admissions Office to the Counseling Center for placement testing followed by advisement with the DSP Coordinator, Counselors, or Tutor Coordinator.

Students who do not possess a high school diploma or General Education Development (G.E.D.) high school equivalency are screened by the Admissions Office. The Coordinator of Admissions sends a letter to these potential students, advising them to (1) schedule placement testing and (2) schedule an interview with the DSP Counselor or DSP Coordinator after placement testing. The purpose of this interview is to determine the student's probability of success in college credit courses. This interview influences the possibility of the student obtaining financial aid, but it will not prevent the student from being admitted to the college.

Currently enrolled students are identified for tutoring or counseling services primarily through self-referrals. Some also arrive at the DSP through faculty, staff, and peer referrals; mid-term evaluations; and through the Probation List, generated by the Vice President's office. All students on probation for the second time are required to use the DSP as part of their conditional probation status. Handicapped students are referred to the DSP for a variety of services by other college support services and by community agencies.

Needs Assessment and Development of the Individual Student Plan

When the potential, newly admitted, or currently enrolled student is interviewed by a member of the DSP staff, a needs analysis is performed. During this intake interview and subsequent meetings, the staff seeks to determine the student's potential and capabilities based on a review of placement test scores, past academic performance, motivational level, and general aptitude for college-level work. If needed, other DSP specialists are consulted for additional information or diagnostic testing. This assessment helps determine the Individual Student Plan (ISP) developed by the student and the DSP staff member.

Potential students scoring below the established placement entry level for DSP courses are referred to the College Entrance Course (CEC), a non-credit class offered by the DSP. This individualized course is designed to improve the student's basic skills level, so he or she may enter DSP credit courses.

Potential and newly admitted students scoring within the DSP range on placement tests are advised to enroll in DSP courses. Students may take a block of DSP courses or may be advised to take a combination of DSP and regular college courses as needed. However, the more severe the basic skills deficiency, the less likely the student will be enrolled in regular college courses.

In addition to basic skills remediation, students may be diagnosed as needing other DSP services. An ISP may include ESL assistance, specialized workshops, handicapped services, regularly scheduled tutoring or lab work, counseling, or assignment to a peer helper. Students whose needs cannot be addressed by the DSP are referred to appropriate college support services or community agencies.

Assessment

Once the ISP is established and functioning, the assigned DSP staff member meets periodically with the student to monitor his or her progress. Other sources of progress evaluation are DSP case staffing, interviews with tutors and peer counselors, written faculty evaluations, mid-term grades, and consultations with RACC staff members. Frequently, revised ISPs result from these evaluations if it is found that the student's needs are not being met adequately.

Follow-Up

After completing the ISP, the student is re-enters the regular academic community. Periodically, the DSP provides interviews or other communication to ensure that the student is succeeding in his or her goals. Should the student be experiencing concerns, a new needs assessment and ISP are developed and provided for the student.

4.16 Counseling Services

The College provides a staff of professional counselors who are available to assist students with personal and social matters as well as vocational and educational planning. Students are encouraged to take advantage of the opportunity to explore their interests, aptitudes, and personal characteristics. This service is important, particularly in relation to selection of appropriate educational programs and future goals. Appointments for counseling services may be made in Room 122.

Counselors can help students explore and develop educational goals. For new students, this may require that they take certain basic skills courses to enable them to succeed in higher level courses or to prepare for

transfer to a senior college or university. All students plan their first term of study in consultation with a member of the counseling staff. Students are then assigned to a faculty advisor who will assist them in future course selections. The counselors continue to assist students by working closely with the division chairperson and faculty advisors in their role as division counselors.

Counselors assist students with their personal and social development. In doing this, counselors may help students explore the various demands and implications of college life, as well as help them search for meaning as an individual. Should a student require assistance beyond the scope of college counseling services, referrals are made to appropriate local agencies.

In helping students, counselors may use standardized tests and inventories, educational and vocational information materials, financial aid information, and special group activities such as career planning and job placement workshops, and ongoing support groups.

Career Counseling

Counselors assist students in exploring their career options and goals in a variety of ways. Students may work individually with a career counselor, may attend career seminars and workshops, or may pursue a special 3-credit career course entitled Principles of Career Choice and Development (BS 102). The Student Development Center maintains a collection of meaningful, well-planned informational resources and assessment tools about career areas and four-year institutions. Students may review such resources at their leisure or by making an appointment for assistance from a counselor.

## Transfer Counseling

Students completing transfer or liberal arts programs at the College often register for baccalaureate programs available at other colleges. A transfer-designated counselor is available to assist in evaluating transfer opportunities and providing other required assistance in applying for these programs. The Student Development Center maintains a collection of catalogs and other institutional materials relevant to transfer programs and degree opportunities at other schools. The Learning Resource Center also maintains a microfiche collection of collegiate catalogs from across the nation. Listings of courses transferable to local four-year colleges are available from the Student Development Center.

The counseling staff subscribes to the ethical standards of the American Association for Counseling and Development.

## 4.17 Office Hours

Though adjunct faculty members are not required to maintain scheduled office hours, it is important for you to be available to students who have questions or require course-related assistance.

## 4.18 Faculty Support Services

Academic support services for full-time and part-time faculty are provided through the Office of Academic Affairs.

All course handout and testing materials may, at your option, be typed by the Academic Affairs Word Processing Clerk/Typist whose office is located in Room 319A within the Academic Affairs Office suite. Typing Request Forms, a sample of which is found in the appendix, are located in the forms cabinet in the Faculty Mail Room in 319B.

Direct instructional media production services are provided by the Instructional Media Production Specialist whose Lab is located in Room 227. Services include: ditto duplication, transparencies, instructional charts and graphics, audio production, video production, computer-assisted instruction, interactive video instruction, and photographic services. These services are explained in greater detail in the Professional Support Program Guidebook.

Audio-Visual equipment support is provided by the Coordinator of Audio Visual Services whose office is found in Room 208. Sixteen Millimeter Film Projectors, VCRs, 25 inch Color Monitors, audio-cassettes, overhead projectors, and other equipemnt are scheduled through that office.

Mailboxes for all full-time and part-time faculty, with the exception of the Division of Health Services (whose mailboxes are found in the Health Services Division Office in Room 404), are located in Room 319B within Academic Affairs. Telephone messages are placed in faculty mailboxes as they are received.

Office supplies may be obtained from your Division Chairperson or from the Secretary to the Vice President of Academic Affairs in Room 325.

## 4.19 Professional Support Program Services

A comprehensive program of professional support has been created for the faculty and the professional staff within the Academic Affairs area of the Community College. Three facilities have also been established to provide physical settings for professional support activities: The Instructional Media Production Laboratory in Room 227, The Instructional

Technology Laboratory (also known as the Computer Center) in the LRC, and the Professional Support Center, adjacent to the LRC immediately behind the Circulation Desk.

A Professional Support Committee has been created to oversee these facilities and determine new professional support activities and events. A thorough description of this program may be found in The Professional Support Program Guidebook within your packet of print orientation materials.

## 4.20 Student Support Services

The Community College provides a variety of support and assistance services to students. These include the Developmental Studies Program and tutorial facilities, the Learning Resources Center, Counseling Services, and the Student Records Office. These service areas are described in the following sections of the Handbook.

### 4.201 Developmental Studies Program and Tutorial Facilities

The Developmental Studies Program is designed to actualize the "Open Door" admissions commitment of Reading Area Community College by assuring equal educational opportunity to all students within its service area. To this end, the Developmental Studies Program identifies the unique needs of each learner and assists him or her in developing the skills and attitudes necessary to function as an independent student and to succeed in achieving educational goals.

Under-prepared students succeed at Reading Area Community College because of the unique interrelationship of the components of the Developmental Studies program. Seldom does this student experience a

single, easily diagnosed skill deficiency; more often, he or she experiences a variety of basic skills deficits concurrently with inadequate study techniques, inefficient problem solving methods, difficulties in developing and working toward long-term goals, and negative self-concept as well as anxiety concerning college adjustment and confusion about locus of control.

Although each of the DSP components--developmental courses, tutoring, basic skills labs, counseling, and handicapped services--can function independently and can serve a wide variety of students, it is the fully integrated package which best serves the individual student by addressing his or her academic and affective needs in a highly personalized, holistic manner. Therefore, students pursuing developmental courses are supported by the basic skills labs and tutoring and are monitored by the entire professional staff. This staffing pattern prevents students from becoming "lost" and helps them develop academic and affective awareness by receiving consistent, accurate feedback.

Course Offerings

The Developmental Studies Program provides instruction in six basic skills to help the underprepared student develop the necessary abilities to deal effectively with regular college courses. These credit courses are coordinated through the appropriate college academic divisions. DSP courses are three (3) credits which can be used as free electives in the student's degree program. All developmental courses are competency-based. Some courses also require basic skills lab hours; however, supplemental instruction for all courses is available in these labs. Placement in DSP courses is based on criteria derived from RACC placement tests.

1. College Entrance Course (CEC) (non-credit)

   These are small, individualized classes in basic education for students reading below the 7th grade level. Reading, writing, and mathematics instruction is designed to address individual student needs.

2. Basics of College Reading - HU 101 (3 credits)

   Group and individual instruction in vocabulary and comprehension.

3. Basics of College Writing - HU 101 (3 credits)

   Competency-based instruction in the basics of composing short effective essays through guided practice with a variety of composing activities, strategies, and tasks.

4. Basics of College Mathematics - SM 101 (3 credits)

   Competency-based review and development of arithmetic and algebraic skills ranging from whole numbers through algebraic manipulation dealing with equations and polynomials.

5. Basics of College Study Skills - HU 103 (3 credits)

   Instruction in effective study, including techniques for dealing with college textbooks, writing assignments, research papers, and examinations.

6. DSP Personal Development - BS 101 (3 credits)

   Development of composing skills necessary to adjust to the college environment, including college orientation, decision-making, and goal-setting.

7. English as a Second Language I (3 credits)

   This course introduces students to fundamentals of English sentence structure. Topics of study include English sentence patterns and parts, adjective and adverb clauses and phrases,

passive voice constructions, action linking constructions, and relative clauses. Also included is the use of the dictionary and English idioms. Supplemental instruction in reading, pronunciation, and writing in ESL Lab is required. Prerequisite: Placement by appropriate test or permission of instructor.

8. English as a Second Language II (3 credits)
   This course builds on instruction received in ESL I and includes study of parts of speech, present and past participle constructions, gerunds, noun clauses, and proper use of connectors and conjunctions. Also included are vocabulary development and English idioms. Supplemental instruction in pronunciation, reading, and writing in ESL Lab is required. Prerequisite: Successful completion of ESL I or placement by appropriate test.
9. English as a Second Language III (3 credits)
   This course is designed to allow students to begin examining particularities of English in written form. Emphasis is on verb tense, pronouns, and punctuation within the limitations of individual sentence structures, as well as English spelling systems (orthography) and advanced English idioms. Supplemental instruction in pronunciation, reading, and writing, is provided in the ESL Lab as required. Prerequisite: Successful completion of ESL II or placement by appropriate test.
10. English as a Second Language IV (3 credits)
    This course is designed to develop English writing skills and includes paragraphing, punctuation, and grammatical structures, as well as advanced English idioms. Supplemental instruction in ESL Lab is required. Prerequisite: Successful completion of ESL III or placement by appropriate test.

Instruction in English is provided on four levels, each of which is a three (3) credit course. Classroom instruction is designed to help the student develop competency in grammar, punctuation, sentence patterns, paragraph and essay writing. It also seeks to improve reading comprehension, vocabulary, and pronunciation. All students pursuing ESL are required to attend lab. The ESL Lab is staffed by the ESL instructor and a Professional Lab Tutor for a minimum of twenty hours per week. Students using the lab follow an individual Student Plan designed to improve basic skills in listening, speaking, reading, and writing. The lab is equipped with diagnostic and prescriptive materials, audio-visual equipment, and print media.

Tutorial Services

The goal of the tutorial program is to assist the underprepared student to become an independent learner through a process of intensive study skills, counseling, and individualized tutoring. Tutoring is perceived as a three-fold process which includes:

1. An academic component, designed to remediate basic skills deficiencies and communicate course concepts.
2. An affective component, emphasizing empathic relationship-building to provide support, encouragement, and increased self-confidence; and
3. A learning skills component, providing a systematic approach to developing effective learning techniques.

Tutorial services are designed with enough flexibility to be responsive to the varied needs of our students; therefore, tutoring is offered in a variety of formats. However, each format emphasizes

individualized, personal attention. Students may use individual, one-to-one tutoring, basic skills labs, small-group tutoring, study skills, or counseling workshops and academic development seminars. The workshops and seminars provide students with specific strategies for academic improvement.

Tutorial services are delivered according to the sequence indicated below.

1. Tutoring referrals are received by the Tutorial Coordinator from the DSP staff, faculty members, the Counseling Center, and self-referrals.
2. All potential tutees are interviewed by the Tutorial Coordinator to assess specific academic needs. An Individual Student Plan is then implemented.
3. Tutoring sessions are arranged on the following schedules according to individual student needs:
   a. Individual, one-to-one tutoring on a regularly scheduled basis during day and evening hours.
   b. Small-group tutoring (maximum 4) on a regular basis.
   c. Special study groups arranged as needed during examination periods.
   d. Walk-in Tutoring labs attended on a voluntary basis (services are advertised throughout the college). Labs are designed to help students experiencing short-term coursework concerns.
4. Study skill assistance in all content areas is provided by the Tutorial Coordinator on a walk-in or regularly scheduled basis.

The staff of the tutorial component is composed of a Tutorial Coordinator who articulates with both the Developmental Studies Program

staff and the general college staff. The Tutorial Coordinator hires, supervises, and trains all Professional/Peer Tutors in the program and is responsible for scheduling and record-keeping. Professional Tutors must possess at least a Bachelor's degree and Peer Tutors must be recommended by faculty.

Student progress is evaluated by the instructor at mid-term, and the Tutorial Coordinator follows up on each evaluation. Students experiencing academic difficulties before the end of the third week of a term are referred by faculty to the Tutorial Coordinator via the Early Warning System.

The Basic Skills Labs are designed to provide short-term, walk-in assistance to students experiencing minor coursework concerns or seeking to improve their basic skills in reading, writing, mathematics, studying, or English. The labs, which are open an average of thirty hours per week (day and evening hours), are staffed by Professional Tutors. No appointment is needed to obtain services. Hours of lab service are posted throughout the college and are distributed to all faculty members.

Each lab is equipped with appropriate supplemental print and audio-tutorial materials which may be assigned for student use. Instructional computer software is also available for student use in the Learning Resources Center. These labs are designed to supplement rather than to replace individualized tutoring. A brief summary of services for each Basic Skills Labs follows:

1. Reading/Writing/Study Skills Center

   This lab stresses the integration of several basic skill areas, including diagnosis and prescription of reading, writing, and study skills problems; supplemental assistance with DSP

coursework; assistance with reading and writing concerns in regular college courses (term papers, book reviews, technical vocabulary, taking essay exams); and study skills instruction.

2. Mathematics Lab

   The Mathematics Lab emphasizes the development of specific problem-solving strategies for students experiencing mathematics concerns. Lab Tutors provide individual tutoring in lab as well as group review sessions for Elementary and College Algebra and Foundations of Mathematics. Special lab time (3 hours per week) has also been set aside specifically for developmental mathematics students. Basics of College Mathematics study guides and regular college course concept sheets are available to students.

3. English as a Second Language (ESL) Lab

   The ESL Lab provides supplemental assistance for non-native English speakers. Students enrolled in ESL courses are required to spend three hours per week in lab. The lab component emphasizes improvement in reading, writing, speaking, and listening. Small discussion groups are organized to develop the students' conversational skills. ESL students are also referred to the Reading/Writing/Study Skills Center for additional help.

The Basic Skills labs are offered every term. Other walk-in labs, such as accounting, data processing, and science are provided as needed. The labs focus on specific concepts and course requirements. Professional or Peer Tutors maintain the labs from eight to fifteen hours per week.

## 4.202 The Learning Resources Center

The Learning Resources Center or "LRC" consists of a network of four integrated programs and services. Included in the LRC are the LRC/Library, the Developmental Studies Program, Audio-Visual Services, and the Nursing Library/Laboratory. With the exception of the Nursing Library/Laboratory on the fourth floor, the LRC is located on the second floor. This integration of services and multimedia materials is designed to respond to students' unique learning styles and preferences.

The main library of the LRC consists of more than 18,500 books and 250 periodicals. The Library also houses college catalogs, motion pictures, filmstrips, videotapes of several Reading Area Community College courses, and a copying machine. Through its cooperative arrangements with local, regional, and state libraries, its interlibrary loan arrangements, electronic mail system, and computerized bibliographic location system can obtain virtually any book or article in existence whether it is located in the United States or beyond.

One of the Library's most exciting resources is its Microcomputer Lab. Open to all students and community residents, the lab contains Apple IIe computers and several printers. There are numerous programs to assist users with many of RACC courses, including chemistry, mathematics, word processing, English-as-a Second Language and computer literacy.

## 4.203 Student Records

Reading Area Community College maintains two kinds of student records: the cumulative folder and the permanent transcript. All student records are maintained on a confidential basis as outlined in the Family Education

Rights and Privacy Act of 1974. Students have access to these records in accordance with regulations established under the Act. Access may be accomplished by written request to the Coordinator of Records. In keeping with current federal legislation, a response to the request will be given within 45 days.

## APPENDIX: IMPORTANT FORMS

The following pages contain sample copies of the chief procedural forms you will need to use in conducting your faculty work at the Community College.

The Stock Requisition Form, Cash Reimbursement Request, Instructional Media Production Request Form, Travel Request-Expense Voucher, Purchase Requisition, Graphic Arts Production Requisition, Room Reservation Form, and the Academic Affairs Typing Request Form may be found in the forms cabinet in the Faculty Mail Room 319B, within the Academic Affairs suite. DSP Program Referral Forms can be obtained in the DSP Office in Room 215. The Textbook Requisition Forms are available in the RACC Bookstore located in Room 110.

The LRC Reserve Material Form, Film Rental Request Form, Book Request Form, New Periodical Subscription Request Form, Non-Print Materials Request Form, and the Inter-Library Loan Request Form may be obtained from LRC staff members.

READING AREA COMMUNITY COLLEGE

STOCK REQUISITION

SUPPLY ORDERS FILLED
TUESDAY & THURSDAY OF EACH WEEK
BY CAMPUS BOOKS

DELIVER TO: _____

DATE _____

ROOM _____

ORDER FILLED BY:

_____ DATE _____

FOR PROCESSING

AREA ADMIN. _____ DATE _____

DEPT. HEAD _____ DATE _____

ORIGNATOR _____ DATE _____

INSTRUCTIONS:

KEEP PINK COPY AND SUBMIT WHITE AND YELLOW COPY. THE YELLOW COPY WILL BE RETURNED TO YOU WITH THE AMOUNT TO BE CHARGED TO YOUR ACCOUNT.

IF CODING IS NOT INDICATED, FORMS WILL BE RETURNED.

| CODING | QUANTITY | ITEMS REQUESTED (PLEASE STATE SIZE-KIND AND NUMBERS WHEN POSSIBLE) | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
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VAL-7/83

## CASH REIMBURSEMENT REQUEST

This form is to be used by everyone requesting cash reimbursement. This form should be completed in its entirety in duplicate, retaining one copy for yourself and turning the original copy into the Business Office. When requesting a reimbursement, be certain to STAPLE ALL RECEIPTS.

**PAY TO:** _____

**ADDRESS:** _____ **ZIP CODE NO.** _____

**CODING NO.** _____ **FEDERAL PROJECT:** ____ YES ____ NO

| QUANTITY | DESCRIPTION OF ITEM OR SERVICE | PRICE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

TOTAL – $_____

APPROVED:

_____
(Dean of Business Services) Date

_____
(Area Administrator) Date

_____
(Dept. Head) Date

_____
(Originator) Date

Business Office Use Only

Date Pd. _____

Check No. _____

Vendor No. _____

Voucher No. _____ Acct. No. _____ Amount _____

(White Copy – Original)
(Yellow Copy – Originators)



VAL-7/83

JOB # _____

TITLE ITI CURRICULUM ENRICHMENT ACTIVITY
INSTRUCTIONAL MEDIA PRODUCTION LABORATORY
REQUEST FORM

NAME _____

ROOM _____ EXT. _____

DATE SUBMITTED _____ DATE NEEDED _____

SERVICES NEEDED

| | | COMMENTS |
|---|---|---|
| 1. | GRAPHIC DESIGN | |
| | * Transparancies<br>* Diagrams<br>* Charts<br>* Kroy lettering | |
| 2. | PHOTOGRAPHY (35 mm) | |
| | * Slides<br>* Slide presentation<br>* B&W prints<br>* Color prints | |
| 3. | TV PRODUCTION | |
| | * Studio<br>* Remote<br>* Editing | |
| 4. | AUDIO PRODUCTION | |
| | * Narration<br>* Music or Effects<br>* Sound recording<br>- lecture<br>- conference<br>- other | |
| 5. | COMPUTER ASSISTED INSTRUCTION PROGRAMS | |

Please submit request form either through the inter-office mail system or to the Curriculum Enrichment Secretary, Academic Affairs, Room 325.

RPB/10-84

READING AREA COMMUNITY COLLEGE

TRAVEL REQUEST – EXPENSE VOUCHER

NAME _____ DATE _____

PURPOSE OF TRIP _____

PLACE VISITED _____ CITY _____ STATE _____

DATES _____ ACCOUNT CODE _____

ESTIMATED EXPENSE $ _____ President _____
ADVANCE REQUESTED $ _____ Dean of Bus. Svs. _____
BY (DATE) _____ Area Admin. _____
_____ Dept. Head _____
_____ Originator _____

If advance request, do not write below dashed line until expenses are incurred.

.....

| DATE | EXPLANATION | TOTAL AMOUNT |
|---|---|---|
| | Transportation<br>(Air, Bus, Train Fare)<br>Auto Miles _____ @ _____ | |
| | *Lodging | |
| | | |
| | *Meals | |
| | | |
| | Misc. Costs | |
| | | |
| Sub-Totals | | |

I certify that the above amounts are correct.

_____
(Signature of Traveler)

_____
(Date)

APPROVAL FOR PAYMENT DATE

Area Admin. _____ _____
Dept. Head _____ _____
Orignator _____ _____

BUSINESS OFFICE USE ONLY

| | Amount | Check No. | Date | Vendor No. _____ |
|---|---|---|---|---|
| Advance Paid | _____ | _____ | _____ | |
| Total Expenses | _____ | _____ | _____ | |
| Refund Due RACC | _____ | _____ | _____ | |
| Refund Due Employee | _____ | A/C _____ | Amt. _____ | Voucher No. _____ |
| | _____ | A/C _____ | Amt. _____ | _____ |
| | _____ | A/C _____ | Amt. _____ | _____ |

Dean of Bus. Svs. _____ Date _____

*RECEIPTS MANDATORY AND STAPLED TO FORM



VAL-7/83

## PURCHASE REQUISITION

Date: _____

Name and Address of Vendor:

_____

_____

_____

_____

Signatures: Date:

_____ _____
President

_____ _____
Dean of Business Services

_____ _____
Area Administrator

_____ _____
Department Head

_____ _____
Originator

Deliver To: _____

Building/Room: _____

Account: _____

Use: _____

Grant Funded? Yes No

Name of Project: _____

* * * \

# TEXTBOOK ORDER FORM — READING AREA COMMUNITY COLLEGE

The following listed texts are being used at _____
Campus being used

_____ APPROVED: _____ _____
Department Date Department Head or Dean Instructor's Signature & Telephone Number

☐ **SPRING** TERM DUE JAN. 15 ☐ **SUMMER** TERM DUE APRIL 1st ☐ **FALL** TERM DUE APRIL 10 ☐ **WINTER** TERM DUE NOV. 15

| Course No. | Instructor | Author | TITLE & EDITION | Estimated Enrollment | PUBLISHER |
|---|---|---|---|---|---|
| | | | REQUIRED ONLY | | |
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53 White Copy – Bookstore Yellow Copy – Departmental File 54

GAP 4/85

Log. No.

# GRAPHIC ARTS PRODUCTION REQUISITION

Area Budget No.

Authorized Signature: _____ Date Submitted: _____ Date Needed: _____

Name (Requestor/Contact): _____ Room: _____ Telephone: _____

Description/Title of Material: _____ No. Pages Submitted: _____ No. Copies Each: _____

***Please Complete the Following:***

**SIZE**
- ☐ 8½ x 11
- ☐ 8½ x 14
- ☐ 11 x 17
- ☐ Other ____

**TYPE**
- ☐ Regular Bond
- ☐ Card/Index
- ☐ Carbonless
- ☐ Other ____

**COLOR**
- ☐ White
- ☐ Other ____

**INK**
- ☐ Black
- ☐ Other ____

- ☐ One Side
- ☐ Both Sides
- ☐ Printer's Choice

- ☐ Return Original
- ☐ Retain for Reruns

**BINDING/FINISHING**
- ☐ Collate
- ☐ Staple
- ☐ Hole Drill
- ☐ GBC Bind
- ☐ Fold ____
- ☐ Cut ____
- ☐ Pad ____
- ☐ Laminate ____

**SPECIAL INSTRUCTIONS:** _____

**STOCK**

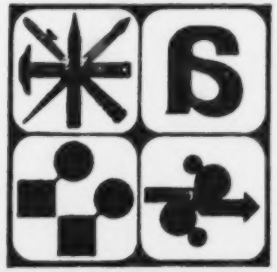
| Description | Quantity | Cost |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | Total Cost | |

**********

**GRAPHIC ARTS PRODUCTION USE ONLY**

**********

_____
_____
_____
_____
_____
_____
_____



**BILLING COST:**

| | |
|---|---|
| Materials | $ _____ |
| Plates | $ _____ |
| Graphics | $ _____ |
| Additional Cost | $ _____ |
| Labor | $ _____ |
| Subtotal | $ _____ |
| Grand Total | $ _____ |

**ROOM RESERVATION REQUEST FORM**
**for**
**READING AREA COMMUNITY COLLEGE SPONSORED GROUPS**

Organization: _____ Date Submitted: _____

Type of Event: _____ Date of Event: _____

Day of Event: M T W TH F Sat Sun

Time of Event: From: ____ am ____ pm To: ____ am ____ pm

Approximate Attendance: 1 - 25 26 - 50 51 - 100 101 - 200 200 +
(circle one)

**Space Request:**

( ) Seminar Room
____ Berks
____ Penn
____ Schuylkill
( ) Classroom
____ Room Number
( ) Dining Room
( ) Lobby
( ) Will Accept Alternative Space
( ) Other _____

**Set-Up Request:** ( ) None Required

( ) Table Lectern
( ) Standing Podium
( ) Risers
( ) Piano

____ Number of Seats
____ Number of Tables

**Equipment Request:** ( ) None

( ) Portable Blackboard
( ) Audio Recorder
( ) 35mm Slide Projector
( ) Videocassette Player
( ) Screen
( ) Closed Circuit TV
( ) Other _____

( ) 16mm Projector
Projectionist needed
from ___ to ____
( ) Microphone(s)
____ straight
____ table

**Special Instructions:** ( ) None

**APPROVALS:**

RACC Staff Representative Date

Request Confirmed Date

cc: ( ) Other



GAP - 4/81

## ACADEMIC AFFAIRS TYPING REQUEST

Time & Date Submitted: _____ Time & Date Completed: _____

Date Due: _____ Typist & Extension: _____

Name & Extension _____ Acct. Code (or Division) _____

Project Title: _____

_____

Memory Storage: Yes ____ No ____ (Full-Time Faculty Only)

Spacing: Single ___ Double ___

Duplication: Number of Copies: _____

Ditto Masters: _____

Graphic Arts Production: one side ____ both sides ____
(Production Services requires extra time.)

Special Instructions: _____

_____

ASSUME A TURN-AROUND TIME OF 5 DAYS.

GAP-4/83

INSTRUCTOR _____

LRC RESERVE MATERIAL FORM

COURSE _____

PLEASE RESERVE FOR THE _____ TERM.

TODAY'S DATE _____.

(PLEASE ALLOW THE LRC AT LEAST A WEEK TO PROCESS EACH LIST. THANK YOU)

MATERIALS TO BE PLACED ON RESERVE:

TYPE OF RESERVE
(enter NO. of COPIES)

BOOKS

| | 2 DAY | OVER-NIGHT | ROOM ONLY |
|---|---|---|---|
| 1) | | | |
| 2) | | | |
| 3) | | | |
| 4) | | | |
| 5) | | | |
| 6) | | | |
| 7) | | | |
| 8) | | | |

PERIODICAL ARTICLES

| | | | |
|---|---|---|---|
| 1) | | | |
| 2) | | | |
| 3) | | | |
| 4) | | | |
| 5) | | | |
| 6) | | | |
| 7) | | | |
| 8) | | | |
| 9) | | | |
| 10) | | | |
| 11) | | | |
| 12) | | | |
| 13) | | | |
| 14) | | | |
| 15) | | | |

MEDIA (DISKS INCLUDED)

| | |
|---|---|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |

MEDIA IS RESERVED FOR ROOM USE ONLY.

NOTE: THOU SHALT TAKE THY CHANCES IF THOU PUTTEST PERSONAL COPIES OR MATERIALS ON RESERVE. THY LRC CANNOT GUARANTEE THEIR SAFE VOYAGE HOMEWARD.

SHOULD WE SECURITY TAG?- YES NO

SIGNATURE OF INSTRUCTOR _____



BEST COPY AVAILABLE

## BOOK REQUEST FORM

Requester: _____

Division: _____

Author: _____

Title: _____

_____

Publisher: _____

Copyright Date: _____

Price: _____

NOTE: THE LRC RESERVES THE RIGHT TO MAKE THE FINAL DECISION CONCERNING ALL LIBRARY ACQUISITIONS.



## FILM RENTAL REQUEST FORM

Note:

The community college members contributing to FLIC have voted to require a minimum of 20 days lead time for all film requests. (see current FLIC catalog)
Since RACC requests literally hundreds of films each year, any less time than 20 days creates a hardship for the FLIC staff and an embarrassment for our own. In an emergency, we will attempt to honor requests less than 20 days in advance, however, there is little chance it will be received here in time for your showing date.

YOUR NAME _____ DATE _____

COURSE _____

COMPLETE FILM TITLE _____

_____

SHOWING DATE _____ RENTAL FEE _____

DOES THE SHOWING DATE ABOVE PROVIDE 20 DAYS LEAD TIME?

YES _____ NO _____

ALTERNATE SHOWING DATES _____ _____

NAME OF CATALOG WHERE FILM WAS LISTED _____

_____ PAGE _____

SOURCE OF FILM IF IT DIFFERS FROM ABOVE _____

_____

PLEASE FILL OUT AS COMPLETELY AS POSSIBLE.

## INTERLIBRARY LOAN REQUEST

NOTE: Does this Interlibrary Loan contribute directly to the mission of Reading Area Community College? Each Interlibrary Loan costs approximately $10 in hard monies for computer fees, postage and staff time.

Date of Request: _____

Periodical or
Book Title: _____

Author: _____

Date of Issue or
Copyright Date: _____

Page Numbers or
Publisher: _____

If there is a charge, I will pay _____

I will not pay _____

(Kutztown State College charges $2.00 per periodical request, whether it be 1 page or 10 pages)

Name _____

Phone No. _____

NOTE: A carbon copy of this request will be sent to the Vice President of Academic Affairs.



BEST COPY AVAILABLE

## NEW PERIODICAL SUBSCRIPTION REQUEST FORM

Periodical Title: _____

Publisher: _____

This periodical is being primarily chosen for:

_____ student use  _____ staff use

Approximate number of students that will read this periodical per month:

_____ 0-10  _____ 11-20  _____ 21-30  _____ 31-40  _____ not known

Approximate number of staff that will need this periodical per month:

_____ 0-10  _____ 11-20  _____ 21-30  _____ 31-40  _____ not known

Subscription cost per year: _____

NOTE: Do you feel that the student or staff usage justifies the expenditure for this subscription?

Requester's Name: _____

Today's Date: _____

Thank you for your cooperation.

BEST COPY AVAILABLE

NON-PRINT MATERIALS REQUEST FORM

NAME _____ DATE _____

CURRICULUM _____ GRANT NO. TO CHARGE _____

MATERIAL DESIRED FOR: ☐ PREVIEW ☐ PURCHASE COST: _____

COMPLETE TITLE OF MATERIAL: (PLEASE USE SEPARATE FORM FOR EACH ITEM REQUESTED)

_____

FORMAT DESIRED (SOUND ON CASSETTE, ETC.) _____

CAN YOU PREVIEW WHENEVER MATERIAL IS SENT? ☐ YES ☐ NO

PREFERRED PREVIEW DATES (NOT GUARANTEED): _____

SOURCE OF MATERIAL AND ADDRESS: _____

_____

CATALOG OR WHERE LEARNED OF MATERIAL _____ PAGE _____

NOTES: _____

_____

_____

854/118

---

Please return to Room 215 Date _____

Developmental Studies Program

Early Warning System

Student's Name _____ S. S. # _____

Course _____ Phone # _____

Student is having difficulty with:

_____ course content (needs tutoring)
_____ basic skills improvement
_____ language skills improvement
_____ social/emotional growth
_____ college adjustment
_____ class attendance

Briefly comment on student's progress. Feel free to suggest alternatives and/or methods for student improvement.



Preferred DSP Counselor _____

DSP Faculty Signature _____

ERIC Clearinghouse for Junior Colleges JUL 11 1986